

Better Reading Support Partners



Annual Report

2016-17

all schools

based on data recorded by 27/09/2017



Edge Hill
University

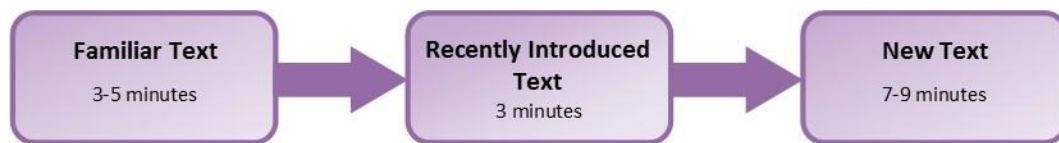
INTRODUCTION

Better Reading Support Partners is an Every Child Counts intervention for children in Years 1 to 10 who have fallen behind at reading. A specially trained Better Reading Support Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers.



A Better Reading Support Partner is normally a teaching assistant or an experienced volunteer who has been selected by a school and has attended a two-day training course. The course helps Partners to understand key elements of the reading process and prepares them to support children in ways that meet their needs and are compatible with modern approaches to the teaching of reading. The Partner is supported by a BRSP Link Teacher who manages BRSP in school and acts as the main link with the school's senior leadership team and class teachers and the children's parents.

The Partner provides a 10-week programme of three 15-minute one-to-one support sessions per week for selected children. Children read three texts in every session.



The Partner uses simple and effective assessments to inform the selection of a carefully structured sequence of texts that are finely tuned to the child's skills and interests. The Partner provides a relaxed environment that gives the child the time and space both to practise and apply their skills and to talk about their reading with an interested adult.

BRSP was developed by Edge Hill University in liaison with the City of Bradford Metropolitan District Council, building on Bradford's original Better Reading Partnership. It is a part of Edge Hill University's not-for-profit Every Child Counts programme, through which the University has supported over 6,000 schools to raise more than 140,000 children's achievement in literacy and mathematics. All Better Reading Support Partners are trained and supported by local Every Child Counts Trainers, who in turn are trained and supported by Edge Hill University National

This report is based on data submitted by schools to the University's online data collection and analysis system. Its purpose is to inform evaluations of the effectiveness of the intervention. The level of detail in the tables depends on the data supplied and the time of year. If you have any queries, please contact the ECC team.

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1. PARTICIPATION IN THE PROGRAMME

Better Reading Support Partners is designed for pupils in Years 1 to 10 who have fallen behind at reading.

**Table 1.1 Pupils receiving Better Reading Support Partners support
all schools**

	Number of Pupils	Percentage of Entrants
Entry		
Pupils who began a programme	71	
<i>School Year</i>		
Y6	15	21%
Y5	16	23%
Y4	10	14%
Y3	5	7%
Y2	15	21%
Y1	2	3%
<i>other or not reported</i>	8	11%
Exit		
Pupils who completed a programme	46	65%

Entered: all pupils who began a programme

Completed: all pupils who completed a programme and for whom entry and exit outcomes were reported

**Table 1.2 Schools providing Better Reading Support Partners support
all schools**

Schools	13
Local Authorities	6
Staff	23

all schools that recorded entry data for at least one pupil

2. LESSONS

Each pupil normally has three 15-minute BRSP lessons a week with their Partner for about 10 school weeks.

**Table 2.1 Length of programme and lessons received
all schools**

<i>Number of pupils</i>	42
Average calendar weeks	15.5
Average calendar months	3.6
Average number of lessons	25.8

pupils who completed a programme and for whom the programme length or number of lessons was reported

3. TEST OUTCOMES

Schools are encouraged to test pupils' reading when they enter and exit from the programme. Entry testing helps to identify their initial attainment and learning needs and exit testing provides an objective measure of the progress that they have made.

TABLE 3.1 shows outcomes calculated by schools or approximate outcomes calculated by Edge Hill University based on raw data reported by schools.

Age	<i>A pupil's chronological age at the time of their entry and exit tests.</i>
Reading Age	<i>A Reading Age is the average age of pupils across the country who achieved the same test score as the pupil.</i>
Standard Score	<i>A Standard Score compare's a pupil's test score with those of other pupils of the same age across the country. A Standard Score close to 100 is 'average' and 84% of all pupils have a Standard Score of at least 85.</i>
Raw Test Score	<i>A pupil's Raw Test Score is the number of test questions that they answered correctly. It is reported only where a Number Age or Standard Score could not be calculated.</i>

**Table 3.1 Test outcomes
all schools**

	<i>Number of Pupils</i>	Entry Average	Exit Average	Gain Average
Age (months)	46	114.5	118.0	3.5
Reading Age (months)	45	101.7	116.8	15.2
Standard Score	38	94.4	103.4	9.0
Raw Test Score	1	10.0	14.0	4.0

pupils who completed a programme and for whom entry and exit scores were reported

4. ATTITUDES TO READING

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards reading. The teachers use an Every Child Counts Attitude Survey to report on 8 aspects of each pupil's attitude, such as taking an active part in lessons, concentration and willingness to 'have a go' without asking for help. For each aspect, they decide whether the pupil is now more positive, about the same, or less positive than before taking part in Better Reading Support Partners.

**Table 4.1 Changes in pupils' attitudes towards reading
(number of pupils)
all schools**

	Pupils	Percent
<i>Number of pupils</i>	30	
Pupils who were more positive after the programme	29	97%
Pupils whose attitudes did not change	1	3%
Pupils who were less positive after the programme	0	0%
Net gain	29	97%

pupils who completed a programme and for whom an Attitude Survey was reported

**Table 4.2 Changes in pupils' attitudes towards reading
(number of aspects)
all schools**

	Aspects
Average number of aspects in which pupils became more positive	5.8
Average number of aspects in which pupils' attitudes did not change	2.1
Average number of aspects in which pupils became less positive	0.0
Net gain	5.8

pupils who completed a programme and for whom an Attitude Survey was reported

5. PUPIL CHARACTERISTICS

TABLE 5.1 analyses pupils' participation and outcomes in relation to their background characteristics. It is designed to help schools to monitor the progress of relevant vulnerable groups.

Table 5.1 Pupils' background characteristics and key data all schools

	----- Pupils -----		--- Programme ---		----- Progress -----			
	NUMBER	AGE	LENGTH	LESSONS	READING AGE			ATTITUDE
	%	months	months		Entry	Exit months	Gain	Improved proportion
All pupils	46	114.5	3.6	25.8	101.7	116.8	15.2	97%
School Year								
Y6	13 34%	128.5	3.3	25.5	115.1	127.4	12.3	9 / 9
Y5	12 32%	117.9	3.3	21.6	112.3	131.0	18.7	100%
Y4	9 24%	103.1	3.8	28.7	103.7	118.8	15.1	8 / 9
Y3	3 8%	91.0	4.1	27.3	70.7	85.0	14.3	1 / 1
Y1	1 3%	65.0	5.8	28.0	53.0	78.0	25.0	-
Gender								
Boy	31 82%	115.4	3.3	25.4	107.1	122.5	15.5	96%
Girl	7 18%	110.4	4.7	25.0	103.3	118.7	15.4	5 / 5
Pupil Premium Entitlement								
Yes	19 50%	114.2	3.7	25.5	107.3	123.7	16.4	100%
No	19 50%	114.8	3.4	25.2	105.4	120.0	14.6	93%
Special Educational Need Status								
Yes	8 26%	96.4	4.1	26.8	85.1	103.5	18.4	4 / 5
No	23 74%	117.1	3.4	25.3	112.5	128.2	15.7	100%
First Language								
English	15 41%	112.2	3.4	25.1	102.9	117.3	14.4	90%
Other	22 59%	118.3	3.5	25.4	111.2	127.0	15.8	100%
Season of Birth								
Autumn	11 29%	121.2	2.9	23.4	111.8	130.0	18.2	9 / 9
Spring	16 42%	119.3	3.9	25.7	110.8	122.3	11.5	91%
Summer	11 29%	100.8	3.6	26.8	94.5	113.1	18.5	100%

pupils who completed a programme and for whom relevant data was reported